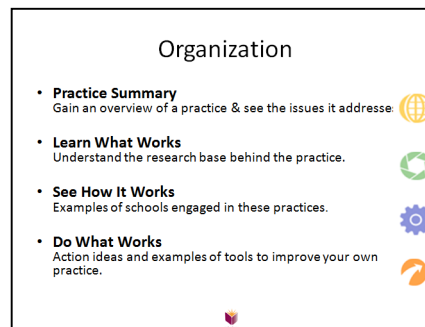


No media
No handout

➤ **Preparation:** Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport.

➤ **Materials Needed:** Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

➤ **Introduction:** *Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.*



No Media
No Handout

Say: Each practice is organized on the Doing What Works website into these four categories.

Practice Summary

This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works

This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.


See How It Works

This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works


This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

Recommended Practices



1) Teaching Phonological Awareness

2) Engaging Students in Interactive and Dialogic Reading



No Media

Handout #1: Preschool Next Steps

Say: According to the Preschool Language and Literacy Overview Video, there are 2 main research-based, instructional practice recommendations for improving the quality of preschool language and literacy instruction that are closely related to later success in reading. They are Teaching Phonological Awareness and Engaging Students in Interactive and Dialogic Reading. Using both recommended practices improves the language and literacy skills of pre-school aged children. We are going to look closer at the first Recommended Practice-Teaching Phonological Awareness.

Find your Preschool Language and Literacy Next Steps. Use this form to record personal goals and action steps that you set for yourself during the training.



No Media

No Handout

Say: Phonological awareness is the ability to detect and manipulate the sounds in words independent of word meaning. It improves school readiness skills and can be taught before children learn to read.

Practice Summary

Teach phonological awareness skills as a foundation for learning sound-symbol relationships.



No Media

Handout #1: Preschool Language and Literacy Next Steps

Say: Teachers can help preschool children, ages 3 to 5, by providing phonological awareness instruction that is systematic and explicit, integrated into daily activities, including planned individual and group instructional sessions, and tailored to children's learning needs at all developmental levels. Students benefit when teachers use clear pronunciation of sounds and provide immediate feedback to correct errors, including having children produce correct responses. Phonological awareness instruction can be combined with letter knowledge training to help children learn alphabet letters and make the explicit link between letters and sounds, which facilitates the use of letter-sound knowledge to read and build words. Students who develop these critical skills are better prepared for learning how to read.

Phonological Awareness
Word Splash

- Find your Phonological Awareness Word Splash Handout
- With your shoulder partner, write down the definitions of the words you know.
- Keep the Word Splash available during the training to write word definitions down as you learn them.



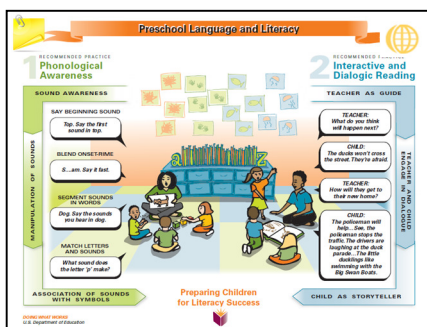
No Media

Handout #2: Phonological Awareness Word Splash

Say: In your binder you have a Phonological Awareness Word Splash Handout. This is a vocabulary word splash containing the key vocabulary that we are going to cover during today's training. Please find your PA Word Splash, and with your shoulder partner, review the words on the word splash and write down any of the definitions to the vocabulary words that you know.

➤ Allow 3-5 minutes for participants to discuss and write down the definitions that they know.

Say: During the training today, continue to record the word definitions, concepts related to the words, or even draw illustrations to help you remember the meaning of the words.



Media: Preschool and Literacy visual diagram (already embedded)



Handout #3: Preschool and Literacy Visual Diagram

Say: *You have in your binder a handout of the Doing What Works Preschool Language and Literacy Diagram. This visual diagram illustrates the "big picture" of the recommended practices. It illustrates the main ideas of the two recommended practices and shows us what they can look and sound like. The left side shows the continuum of phonological awareness skills, and the right side explores ways to implement interactive and dialogic questioning techniques. We are going to focus right now on the Recommended Practice illustrated on the left hand side of this diagram-Teaching Phonological Awareness.*

What is Phonological Awareness?

Phonological Awareness is understanding that:

- Words are composed of separate sounds (phonemes)
- Phonemes can be blended together to make words, words can be separated into phonemes, and phonemes can be manipulated to make new words
- Phonological Awareness is an **auditory** skill set.



No Media

No Handout

Say: Students with phonological awareness understand the sound structure of words and sentences.

Phonological awareness includes knowing that:

- sentences can be segmented into words;*
- words can be segmented into syllables;*
- words can be segmented into their individual sounds;*
- words can begin or end with the same sounds;*
- the individual sounds of words can be blended together; and*
- the individual sounds of words can be manipulated (added, deleted, or substituted).*

Phonological awareness is auditory—students can do most phonological awareness activities with their eyes closed.

What are Phonemes and Phonemic Awareness?

Phonemes are the smallest units of sound in spoken words.

Phonemic Awareness is a phonological awareness skill that focuses in individual sounds in words.

/m/


1st Phoneme

/a/

2nd Phoneme

/t/

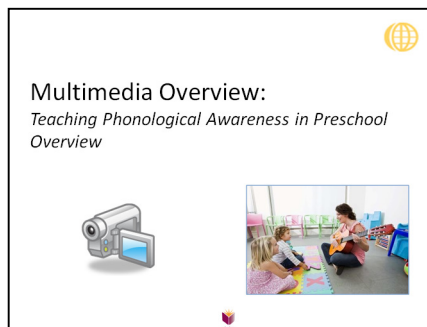
3rd Phoneme



No Media
No Handout

➤ Read the slide out loud

Say: Research indicates that for learning to read, the phoneme level of phonological awareness is the most critical. When words are spoken, their phonemes are blended together. Phonemes are represented in written words as single letters or combinations of letters. Phonemic awareness is one of several skills under the umbrella of phonological awareness. It is not the same as phonological awareness; it is one type of phonological awareness. Sometimes the terms “phonological awareness” and “phonemic awareness” are used interchangeably. “Phonological awareness” refers to the more general understanding of the sound structure of words and sentences. “Phonemic awareness” focuses on the specific individual sounds (or phonemes) in words. We will discuss more about the different levels of phonological awareness, including phonemic awareness, in a few minutes.



Media: Teaching Phonological Awareness in Preschool Multimedia Overview (7:57 min.)

No Handout


Say: *This overview describes phonological awareness and its importance. It emphasizes planning instruction along a sequential developmental continuum of skills, scaffolding instruction, and providing teachers with support through modeling, practice, and reflection. **(7:57 min)***

As you watch, use the note page provided in your binder to write down what you see and hear the teacher do that refers to Phonological Awareness. Specifically watch for ideas on introducing PA activities, scaffolding to meet the individual needs of students , and intervening with a correction procedure.

➤ Watch the video


➤ After the video:

Say: *Review what you wrote down on your note page. In just a moment you're going to share those ideas with your shoulder partner. (allow 30 sec.) Share with your right shoulder partner what you saw and heard in the video regarding phonological awareness, as well as ideas you saw on introducing PA activities, scaffolding to meet the individual needs of students , and intervening with a correction procedure.. (allow 45 sec.)*




Video Overview

Key Concepts



- Students need to develop phonological awareness skills even before they reach kindergarten.
- Students with solid phonological awareness can:
 - break words apart into syllables
 - detect and produce rhyme
 - detect and isolate sounds in a word, and
 - blend and segment sounds in words
- Phonological awareness instruction should be integrated into informal activities and small group lessons as part of the daily routine.



No Media

No Handout




Say: *Take a minute to read this slide to yourself. (Allow 1 minute for participants to read the slide)*

Ask: *What do we know about the continuum of Phonological Awareness?*

(Chart ideas as participants share out)

Phonological Awareness Word Splash

- Revisit your Phonological Awareness Word Splash Handout
- With your shoulder partner discuss the difference between phonological awareness and phonemic awareness.
- Write down the definitions of the words you learned.

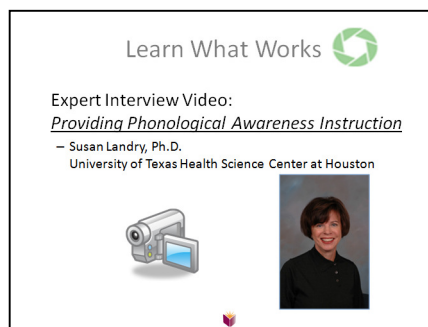


No Media

Handout #2: Phonological Awareness Word Splash

Say: Find your Phonological Awareness Word Splash Handout and with your shoulder partner, discuss the difference between phonological awareness and phonemic awareness. How are they the same? Different? Write the definitions of the words you have learned.


➤ Allow 3-5 minutes for participants to discuss and write down the definitions that they know.




Media: Providing Phonological Awareness Instruction Expert Interview **(6:18 min.)**

No Handout

Say: Let's watch Dr. Susan Landry, from the University of Texas Health Science Center of Houston, as she describes the developmental continuum of phonological awareness and why it is important to address skills at the highest level of the continuum, including linking letters and sounds. (6:18 min)

Table Discussion Activity 

- Choose a spokesperson and a recorder at your table
- Each table has a question about the Phonological Continuum.
- Discuss the question and record your answer to the question.
- Your spokesperson will share out.



No Media

No Handout

Say: In the center of your table you will find a card with a question on it. Discuss the answer to the question with your table mates. Choose a spokesperson to share out to the rest of the room, and a recorder to write down the answer.

➤ Allow 5 minutes for discussion.

➤ Give each table one of these questions to discuss and illustrate the answer on chart paper (optional): then have each table share highlights from their discussion and the visual they created.

- What is phonological awareness?
- Why it's important to teach phonological awareness in preschool?
- Explanation of the levels of phonological awareness skills on the developmental continuum?
- Importance of teaching all skill levels on the continuum?
- Illustrations of rhyming, blending, segmenting, and other sound manipulation activities?

Providing Phonological Awareness Instruction—*Susan Landry, Ph.D.*

- Why teachers need professional development to learn and teach these skills
- Importance of monitoring progress, choosing instruments, using data
- Value of small-group instruction
- Embedding instruction into thematic units and during daily activities such as read alouds
- Building preschoolers' knowledge base of sounds and understanding that letters have sounds that combine to make words

About the Interviewee

Dr. Susan H. Landry is a developmental psychologist and the Michael Matthew Knight Professor in the Department of Pediatrics at the University of Texas Health Science Center at Houston (UTHSC-H). In addition, she is the founder and director of the Children's Learning Institute. The institute includes 10 programs, initiatives, and partnerships and is actively involved in numerous research grants, community programs, and training activities related to the goal of promoting quality learning environments for young children.

Notes continue on the next page.

Full Transcript (short version)

Phonological awareness is all auditory. That means children are listening, hearing sounds, and then trying to play with manipulating those sounds. For example, rhyming—cat, bat, hat—that would be a beginning area of phonological awareness for a young child to be exposed to. It's different from phonics in that it's not linked to the written word, so that a child is really just learning at this point to hear and pay attention to sounds and to be able to manipulate the sounds themselves.

The term “phonological awareness” is very descriptive of what's going on. They are, or young children are becoming very aware of sounds. And we take that for granted—phonological awareness for most adults is sort of second nature. You hear sounds, you can make the first sound of a word, but for a young child, listening for the first sounds of a word and separating it from the second part of the word like “sidewalk” or “s-side” and putting those back together—that's a very new thing for them, a new activity to get involved in.

We're learning that phonological awareness is one of the most critical things a child needs to be exposed to along with language building activities and print knowledge, or print awareness activities, to prepare them to be successful to learn to read. And, it's important because they are beginning to sensitize themselves to learn to hear those sounds. And reading is about making sense of written words on the page. And being able to translate a written word into sounds. So this is that beginning piece where the child starts to pay attention to the fact that there are different sounds, that words are made up of different sounds, before they get to that symbolic stage of seeing printed words and having to put that together with the sounds those printed words make.

We are learning from an analysis in reading of all of the research that has been conducted from the 1920s to present—that phonological awareness is one of the key predictors of reading success in schools if it occurs in the early childhood period. We know that there are stages of learning or a continuum of skills in the area of phonological awareness development. I often refer to a chart that shows us one sort of way of illustrating that continuum. The early stages that maybe would be occurring at the beginning of that pre-k year are things like children playing with rhyming, hearing that the ends of words sound the same, segmenting sentences into words, segmenting words into syllables. But, you want to see that in that classroom, not too late in the year, they're getting to more complex levels of the continuum, such as being able to blend the sounds in words, or segment the sounds in words. More complex and probably more important than the early stages of separating a sentence into words or a word into syllables, or being able to string out a string of rhyming words like hat, bat, sat, mat. They also get to the point where they can take a word and if you said, “Say the word ‘hat’ without ‘h,’” and they can go, “At.” Or, “What happens if you put ‘h’ and ‘at’ together?” and they can say, “Hat.” Those are critically important aspects of a continuum.

Combining sounds and letters has a great benefit because, ultimately, children need to be able to, when they read, recognize that when they see that letter on the page, that there's a sound that goes with that letter. That's what we're trying to develop in pre-k, the knowledge base around the names of the letters and the sounds letters make, and also that these words that are made up of letters have initial sounds and ending sounds.

And you're doing that by giving them all the pieces to the puzzle, and when you bring phonological awareness activities together with letter recognition and that letters have sounds, you're beginning to put the pieces of the puzzle together with them.

See How It Works

Develop phonological awareness skills as a foundation for learning sound-symbol relationships by-

1. **Planning Instruction**
2. Helping Teachers to Improve Practice and Monitor Progress



No Media

No Handout

Say: There are two major areas that must be in place in order to effectively develop the phonological awareness skills of children. First is intentional planning, and the second is support for the teacher and progress monitoring. Let's examine the why's and the how's of intentional planning a little closer.

Syracuse City School District,
New York

Where: Syracuse, New York

Type: Urban

Grade Level: Pre-kindergarten

Demographics:

90% Free or Reduced-Price Lunch

22% Students with Disabilities

15% English Learners

No Media

No Handout

Say: Our first example comes from Syracuse City School District in New York. Here are the demographics for Syracuse.

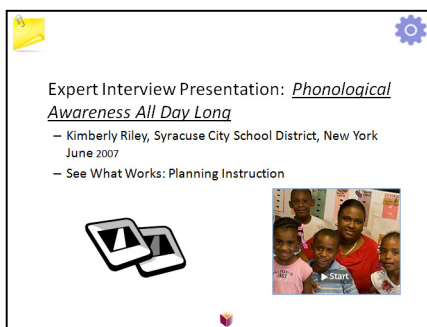
Additional Site Information:

The Syracuse Early Reading First program is administered through the Syracuse City School District, which provides strong support for the program. Pre-kindergarten is included in the district curriculum and pre-K and K teachers are trained in vertical teaming. The program's location in a high-poverty area with a large ELL population and an inclusionary education model has challenged staff in meeting the needs of children entering the program with varying language skills and at different developmental levels.

Syracuse's use of a scaffolded instructional approach to teach preschool language and literacy skills has been effective in improving children's learning outcomes. Intensive and ongoing professional development in using interactive and dialogic reading strategies and a continuum of phonological awareness skills to plan and differentiate instruction has played a critical role in improving classroom teaching. Coach-teacher partnerships have proven successful at maintaining program improvement through a process of inquiry, classroom observation, and on-site mentoring support.

The program's explicit instructional model incorporates an integrated approach to teaching phonological awareness skills throughout the day and the use of interactive and dialogic reading strategies to promote vocabulary, comprehension, and other oral language skill acquisition. Recognizing that instruction needs to be planned, intentional, and developmentally based has been an important lesson learned by Syracuse staff.

Syracuse's success is related to its commitment to sustaining the program through extensive teacher training and support based on the individual needs of teachers. Helping teachers understand how to use a developmental continuum to plan instruction and interactive techniques to engage children in learning has been essential to strengthening classroom practice.



Media: *Expert Interview Presentation: Phonological Awareness All Day Long*

Handout #4: *Phonological Awareness Resource Books Handout*

Say: *Listen to preschool teacher Kimberly Riley explain how to incorporate phonological awareness activities, including explicit instruction and small group learning. While you are listening, take 3 sticky notes and write down 3 concepts that you think are key to this topic.*

60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

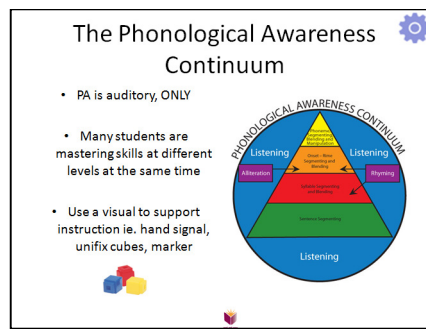
- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



No Media
No Handout

➤ Give participants a chance to share with each other, and then ask for individuals to share with the rest of the room.

➤ Allow 2-3 minutes for this activity, including the sharing out.



No Media
No Handout

Say: *Here is a diagram illustrating the phonological continuum that we have been discussing. As you can see, the easiest skill is that of sentence segmentation, with the skills becoming increasingly more complex as we move up the continuum with phoneme blending, segmenting and manipulation being the most difficult skills. Manipulatives can be used as visual supports to reinforce the auditory phonological skills being practiced. Remember that all of these are auditory skills. We are not yet attaching sounds to letter symbols. When we begin to do that, we are leaving the phonological skill set and introducing children to Phonics.*

As we can see by this diagram, phonological awareness involves skills that can be represented by a continuum.

Rhyme, alliteration, and sentence segmentation are levels of phonological awareness that are emphasized the most during preschool.

Examples:

- *I see a shoe. What words rhyme with shoe?*
- *Look around. What do you see that begins with the /p/ sound?*
- *Clap the words in this sentence: The teacher wrote a letter. How many claps did you hear? Five. How many words? Five.*

➤ Point to the bottom green segment of the triangle.

Say: *Sentence segmentation helps students understand that sentences are composed of separate words.*

➤ Point to the red segment of the triangle – Syllable Segmenting and Blending

Say: *Blending syllables to make words and segmenting words into syllables help students distinguish distinct units of sounds.*

Notes continue on the next page.

Examples:

- *Counting, clapping, tapping, and finger-snapping are ways students can show they hear the different syllables in words.*
- *Have students orally produce the syllables as they blend syllables into words and segment words into syllables.*

➤ Point to the orange segment of the triangle-Onset Rime Segmenting and Blending

Say: *One-syllable words can be segmented into their onsets and rimes.*

Examples:

- *The onset consists of the initial consonant or constant cluster of a word: /sh/ in shake.*
- *The rime is the vowel and consonant sounds that follow the onset: -ake in shake.*
- *Groups of onset-rimes are sometimes called “word families.”*

➤ Point to the yellow top of the triangle-Phoneme Segmenting, Blending and Manipulation


Say: *Blending phonemes into words and segmenting words into phonemes helps students learn to read and spell words. Manipulating phonemes in words by adding, deleting, or substituting them is the most complex phonological awareness task.*

Examples:

- *What word do you have when you add the /b/ sound to the beginning of the word right? (bright)*
- *What word do you have when you change /l/ for /s/ in sight? (light)*
- *What word do you have when you take away /t/ from light? (lie)*

PA Continuum Activity

- Find your "Frog and Toad Are Friends" partner.
- Find another partner pair next to them to form a group of four.
- Work at your tables.
- On chart paper, create a continuum of phonological awareness, writing examples for each type of phonological awareness.
- You have 10 minutes.



No Media

No Handout

Say: For this activity, you get to create another type of visual for the Phonological Continuum. Find your "Frog and Toad Are Friends" partner and then find another pair to partner with to form a group of four. On a piece of chart paper, create an example of the phonological continuum and give examples of each of the skill levels. You can use the one in the power point as an example to work from. You have 10 minutes.

Optional Alternate Activity (depending on the number of participants, room set up, etc.):

Materials: chart paper for each table

➤Assign each table a type of phonological awareness. Ask each table to add examples of activities that can be used to teach their assigned type of phonological awareness to students at each grade level.

➤Allow 10 minutes. Call on tables to share an example activity, sampling grade levels (if appropriate to audience) and types of phonological awareness.




Media: About Oceans-Integrating Language and Literacy Activities **(4:28)**

No Handout

Say: In this video a preschool teacher discusses how she plans early literacy and language instruction, extends learning through teachable moments, and monitors student learning using a thematic unit on oceans.

Table Talk Activity

- At your table, discuss the following questions:
 - How did Linda Walker incorporate language and literacy activities related to her theme?
 - Why is intentional planning so important?
 - How did Linda use the dramatic play center to teach phonological awareness?
 - What is the importance of “teachable moments” in broadening children’s learning?

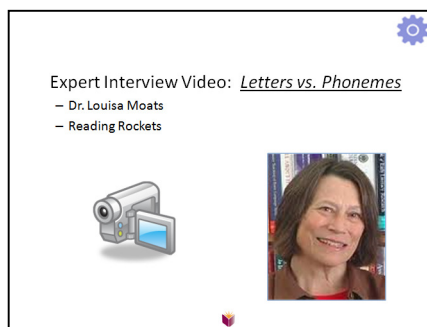


No Media

No Handout

Say: At your tables, take a few minutes to discuss these questions about the video you just viewed. Then we will discuss these briefly as a whole group. (Allow 5-10 minutes for discussion)

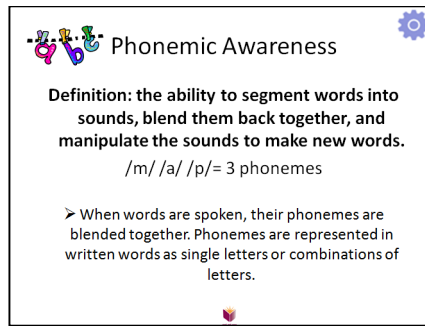
➤ Discuss these questions (5 minutes) as a whole group with participants sharing out what was discussed at their table.



Media: Expert Interview Video: Letters vs. Phonemes **(1:56 min)**

No Handout

Say: *Dr. Louisa Moats, reading expert and consultant, illustrates the difference between a phoneme and a letter and explains why it is important to teach phonological awareness skills in addition to letter knowledge.*



No Media
No Handout

Say: *Dr. Louisa Moats talked to us about how difficult it can be to isolate the specific phonemes in words because of the difficulty of our language. So, since this is such an important skill, let's revisit Phonemic Awareness and practice identifying the phonemes in words. The phonemic awareness skill that we will be practicing is phoneme segmentation.*

How many phonemes do you hear in these words: pat -/p//a//t/ (3), tail-/t//ai//l/ (3), truck-/t//r//u//ck/ (4), ox -/o//ck//s/ (3).

Optional Demonstration Activity and Discussion (the use of this activity is dependent on the knowledge level of the participants)

Materials:

- Four pennies
- Blank transparency

Place three pennies on the transparency, in the top right-hand corner.

Say: *The word mat has three letters and three phonemes, /m/ /a/ /t/.*

Move a penny as you say each sound.

Say: *How do we know that mat has three phonemes? When we pronounce the word mat, there is no break between the sound segments. But, we can show there are three phonemes in mat by comparing it to other words. When we compare mat to sat, we hear that these words differ in the initial phoneme.*

Move the first penny.

Say: *When we compare mat to map, we hear that these words differ in the final phoneme.*

Move the last penny.

Say: *And when we compare mat to met, we hear that these words differ in the medial phoneme.*

Move the middle penny.

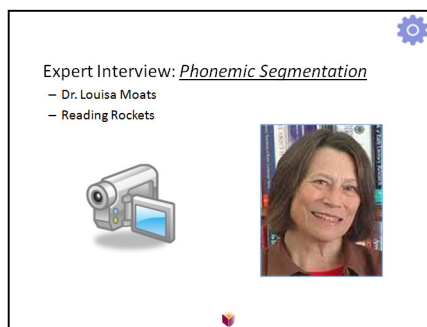
Say: *How many phonemes are in cape?*

Move a penny as you say each sound: /k/ /a/ /p/.

Say: *Phonemes are sounds and may not correspond exactly to the number of letters; in this case, the final e is silent. How many phonemes are in shake?*

Move a penny as you say each sound: /sh/ /a/ /k/.


Say: *the consonant digraph /sh/ makes one sound.*




Media: Expert Interview Video: Phonemic Segmentation **(2:20 min)**

No Handout



Say: *Now let's watch Dr. Louisa Moats demonstrate activities for teaching segmentation and connecting sounds to letters. On your note page, write down the different steps that you see Dr. Moats use to scaffold the development from phonemic awareness sound segmentation to word building.*



More Definitions



- **Letter Sound Knowledge:** the knowledge of the common sounds of letters, letter combinations, and spelling patterns, and blending the sounds together to make words.
- **Alphabetic Principle:** the understanding that the sequence of sounds in spoken words is represented by the sequence of letters in printed words.
- **Phonics:** instruction where letters or print are added to a phonological awareness activity

No Media

Handout #2: Phonological Awareness Word Splash

Say: Phonological awareness is related to both letter-sound knowledge and the alphabetic principle. Phonemic awareness instruction helps students understand how sounds map onto print. As early as preschool it is important to begin pairing phonemic awareness activities with print to develop letter-sound knowledge as early as possible, so that students can begin to decode print. Some children quickly understand the alphabetic principle and learn to make the connections between letters and sounds to identify and read words. These children learn to read more easily than children who have difficulty acquiring these skills. It may take more exposure for some children to gain this understanding to multiple exposure to these skills in preschool is critical .


➤Point to the definition of the word “phonics”

Say: When letters or print are added to a phonological awareness activity, the activity becomes a phonics activity. Phonics instruction focuses students’ attention on letters and their sounds. During reading and spelling activities, students begin to combine their knowledge of phonological awareness and phonics. For example, they may use word families to spell and read words that contain a common rime, such as /at/: hat, mat, cat, sat, and fat. Or, they may say each sound to help them spell and decode words, such as /s/ /i/ /t/, to spell or read sit.

Both phonological awareness and phonics are important components of a comprehensive beginning reading program.

Phonological Awareness Word Splash

- Revisit your Phonological Awareness Word Splash Handout
- With your shoulder partner discuss the importance of phonemic awareness, letter-sound knowledge and the alphabetic principle as they relate to learning to read.
- Write down new word definitions or information.



No Media

Handout #2: Phonological Awareness Word Splash

Say: Find your Phonological Awareness Word Splash Handout and with your shoulder partner, discuss the importance of phonemic awareness as it relates to early literacy skills and learning to read. Why is phonemic awareness so important?

➤ Allow 3-5 minutes for participants to discuss and write down the definitions that they know.






Table Talk




Phonological Awareness




➔

Phonics



At your table, share the different steps that you saw Dr. Moats use to scaffold the development from phonemic awareness sound segmentation to word building.

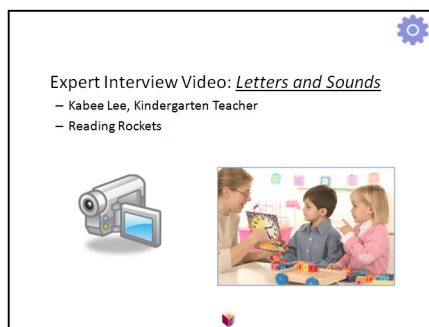


No Media
No Handout

Say: At your table, share the different steps that you saw Dr. Moats use in the video to scaffold the development from the phonological skill of phonemic awareness sound segmentation to the phonics skill of word building. (Allow 3-5 minutes for tables to talk)

➤ Using chart paper, have different tables share out the progression that Dr. Moats used to take a student from the phonemic awareness level to word building.


- 1-auditory segmentation of words
- 2-use of chips and visuals (leaf, sun, etc.)
- 3-use of different colored chips representing the different sounds
- 4-replacement of the colored chips with the represented letter



Media: Expert Interview Video: Letters and Sounds (**2:34 min**)


No Handout

Say: Watch kindergarten teacher, Kabee Lee, demonstrate an effective classroom activity for teaching phonemic awareness, including a brief lesson on letter-sound correspondence.



PA All Day Activity

- Find your “Where the Wild Things Are” partner.
- Look through the Daily Lesson Plans for Four-Year-Olds and highlight all the phonological awareness instruction and practice opportunities.
- Discuss: Are you using a similar planning tool in your current practice? List some ideas on how you can more consistently integrate Phonological Awareness activities throughout your day?



No Media

Handout #5: Daily Lesson Plans for Four-Year-Olds

Handout #1: Next Steps for Preschool Handout

Say: Find your “Where the Wild Things Are” partner. Look through the Daily Lesson Plans for Four-Year-Olds and highlight all the phonological awareness instruction and practice opportunities. Discuss these questions: Are you using a similar planning tool in your current practice? On your Next Steps handout, list specific ways you will more consistently integrate Phonological Awareness activities throughout your day.

Phonological Awareness . . .

What Students Need to Learn

- Spoken words consist of individual sounds or phonemes
- How words can be pulled apart into sounds (*segmented*); how these sounds can be put back together (*blended*) and added, deleted, and substituted (*manipulated*)
- How to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell words


How We Teach It

- Provide explicit and systematic instruction that focuses on only one or two phonemic awareness skills at a time, such as segmenting and blending
- Link sounds to letters as early as possible
- Use systematic classroom-based instructional assessments to inform instruction

No Media


No Handout

Say: *This is a chart that came from the Foundations of Reading; Effective Phonological Awareness Instruction and Progress Monitoring Module from the College of Education at the University of Texas Austin. It clearly reflects the most current research behind DWW's Recommended Practice of Teaching Phonological Awareness. It outlines in a nut-shell what skills students need to learn, and also provides guidelines on how to teach these skills. Phonological awareness needs to be taught using explicit and systematic instruction, as early as possible and with the use of assessments to inform our daily classroom instruction.*



Develop phonological awareness skills as a foundation for learning sound-symbol relationships by

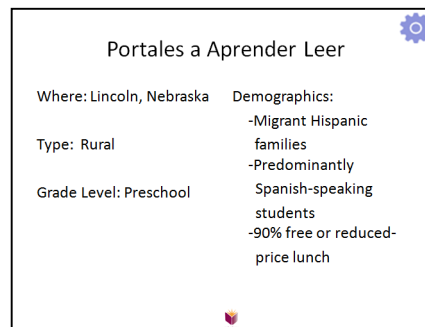
1. Planning Instruction
2. **Helping Teachers to Improve Practice and Monitor Progress**



No Media

No Handout

Say: We have been examining part one of our recommended practice which was the importance of planning your phonological awareness instruction. Now we are going to take a closer look at how we as teachers can improve our practice and the use of classroom based assessments to inform our daily instruction and monitor the progress of our students.



No Media

No Handout

Say: *Our next presentation comes from Lincoln, Nebraska and the Portales a Aprender Leer Project. Here are the demographics for this project.*

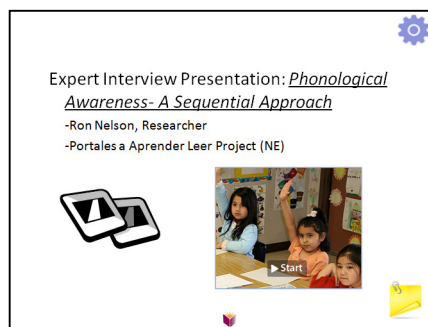
➤ Briefly walk through the demographic information with the participants.

➤ Additional Site Information for Presenter:

Portales a Aprender Leer is funded through an Early Reading First grant and serves an ELL population that is essentially all migrant children whose families work in the meatpacking industry. It is an innovative program that adds supplemental programs to build language and pre-reading skills to improve the effectiveness of the core curriculum. The supplemental program enables teachers to extend into more incidental teaching and learning integrated into daily activities. Portales is built on a sound foundation of explicit instructional programs and provides a valuable model of how to embed intensive, explicit instruction within child-centered early childhood practices.

Teachers are trained to use a developmental scope and sequence of phonological awareness skills to plan and differentiate instruction. They learn a mastery-oriented, instructional approach using an explicit "model > lead > test" sequence with immediate corrective feedback. Staff view student grouping as an essential part of this program, with frequent regrouping based on the changing skill levels of the children. Training has also focused on dialogic reading strategies, and vocabulary development is a key part of interactive reading lessons.

The explicitness of instruction, clear models of implementation, and strong professional development program have been critical to this program's success. Portales ensures that practices are implemented with a high degree of fidelity by providing teachers with on-site coaching and continual classroom observation and training coaches on how to support teachers. A strong emphasis, both externally and internally, on coaching and providing teachers with enough support to scaffold student learning has contributed to the program's significant accomplishments.



Media: Expert Interview Presentation-Phonological Awareness: A Sequential Approach
Handout #6: Using a Phonological Awareness Developmental Continuum

Say: *Researcher Ron Nelson explains a developmental sequence for teaching phonological awareness skills and how to use it to track skill mastery. Download Using a Phonological Awareness Developmental Continuum for the framework. As you listen to this presentation, be looking at the Phonological Awareness Developmental Continuum handout.*

No Media
No Handout

Say: *Portales teachers use their framework to sequence instruction from introducing children to the concept of being attentive to sounds and then systematically moving on to the phonemic awareness task of manipulating sounds through deletion, identification, blending, and segmentation. The numbers 1-25 across the top of the chart refer to lessons; the sound recognition, phonological, phonemic, and other language skills listed down the left side of the chart are the instructional activities that correspond with each lesson.*


The “X” indicates the activity to be taught with each corresponding lesson, and that particular skill instruction proceeds across to the next X, which indicates the last lesson in which the skill will be presented. Look closely at the sequence and think about how you might use this approach to guide your lesson planning and individualize instruction.




Media: Expert Interview Video: Phonological Awareness-Developmental Continuum

Handout #6: Phonological Awareness Developmental Continuum



Say: In this video, Paula Ilacqua-Morales from Syracuse City School District in New York discusses the importance of teaching phonological awareness skills along the phonological continuum and how to help teachers implement this practice and reinforce auditory work in preschool classrooms. (4:43 min)



Groovy Group Activity



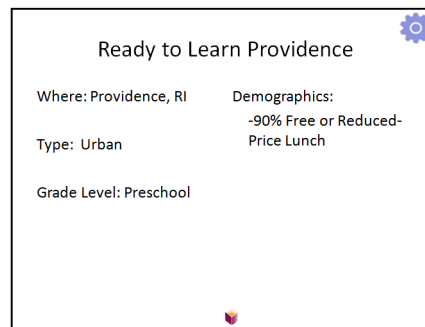
- Look at the Phonological Awareness Developmental Continuum
- Discuss the pro's and con's to using this tool. Are you using something similar in your current practice?
- If not, how could you integrate this tool into what you are currently doing in the classroom?



No Media

Handout #6: Phonological Awareness Developmental Continuum

Say: Get together with your Groovy Group. Identify who will be the spokesperson for the group for this activity. This should be a different person than the person who was spokesperson during the last group activity. Discuss three different pieces of information from the video. How did the information in the video compare to your current practice? You can also assist each other fill in any of the blanks that you may have missed during the video.



No Media
No Handout

Say: Our next presentation comes from the Ready to Learn Providence Project, Providence, Rhode Island. Here are the demographics for this project.

➤ Briefly walk through the demographic information with the participants.

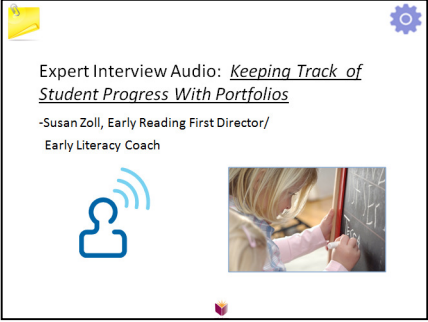
➤ Additional Site Information for Presenter:

Ready to Learn Providence (R2LP) has built a collaboration with partners in the community and administers two Early Reading First grants. Program staff spoke about the importance of creating a community of adult learners, which is central to their work.



The primary goals of the preschool program are to improve children's vocabulary, comprehension, phonological awareness, and letter and sound recognition skills. Teachers have been trained to teach phonological awareness along a skills continuum. The program promotes teaching in small groups and has found that while teachers generally start out most comfortable with large groups, they soon make the transition. Phonological awareness is taught in small groups and integrated in daily classroom activities. Teachers are also skilled in using interactive reading strategies.

Professional development is a major strength of this program. Teachers work with a full-time on-site mentor who models literacy strategies and helps with classroom implementation. Staff training activities are aligned with teacher and student needs. Staff credit their success in changing instructional practice to an intensive and ongoing teacher support effort.

The program's most innovative feature is the *Personal Literacy Plan*, an informal assessment tool for monitoring student progress. These plans include maintaining a record for each student of work samples, observations, audio recordings, and photographs. These materials are shared with students to reflect on their own progress and with teachers to inform practice. This assessment constitutes what program staff agrees is the strongest evidence they have of their success.



Expert Interview Audio: *Keeping Track of Student Progress With Portfolios*
-Susan Zoll, Early Reading First Director/
Early Literacy Coach




Media: Audio Interview: Keeping Track of Student Progress With Portfolios **(4:24 min)**

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Handout #8: Keeping Track of Student Progress with Portfolios Transcript


Say: Listen to early literacy coach, Susan Zoll, describe using the Personal Literacy Plan to track student progress and plan instruction. At transcript of the discussion has been provided for you. As you listen, highlight important ideas and concepts. Be prepared to share your answers during the next activity.




Personal Literacy Plans

What is a PLP?

- It's a snapshot of children's literacy skills based on early literacy assessments.
- A means to organize and to move each child forward in his/her literacy learning.
- An *individually-referenced* assessment tool to collect authentic, on-going classroom documentation.






No Media


Handout#7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Say: The *Personal Literacy Plan (PLP)* provides a framework for organizing assessment data to identify individual literacy strengths and needs and plan differentiated language instruction. Teachers, coaches, and mentors use PLPs to record literacy activities and children's learning, including supporting documentation (e.g., portfolios with children's work samples, assessments, audio recordings, and photo archives). They try to capture anecdotes and observations that represent growth, write summaries of what was learned, and share this information with colleagues to support self-reflection during monthly professional development meetings.




Personal Literacy Plans

Home/School Connection



- A place to note when contact was made with children's parents.
- Teachers can document requests from parents: book selection, library visits, home literacy activities that support classroom learning.



No Media

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Say: *Find the Home/School Connection on your PLP tool.*

➤ Point out the different parts of the Home/School Connection part of the tool.

Personal Literacy Plans

Name Writing


- Teachers can collect on-going, informal assessments of children's name writing.
- Potential Opportunities:
 - Daily sign-in sheets
 - Name Writing Activities
 - Name samples on children's work

No Media

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction


Say: *Find the Name Writing section on your PLP tool.*

➤ Highlight this part of the tool differentiating for needs of your participants.

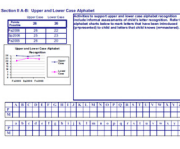


Personal Literacy Plans

Upper and Lower Case Alphabet



- Note the dates that informal assessments were performed.
- Shade in the letters that the child can identify.
- An area to write suggested next steps




No Media

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction


Say: *Find the Upper and Lower Case Alphabet section on your PLP tool.*


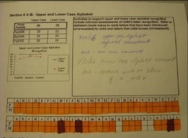
➤ Highlight this part of the tool differentiating for your participants.



Personal Literacy Plans

Name Writing/Upper Case Letter Rec.



Here is an example of an informal assessment for Uppercase Letter Recognition and Name Writing.

No Media

Handout#7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Say: *Here is an example of an informal assessment for Uppercase Letter Recognition and Name Writing.*

Personal Literacy Plans

Rhyming and Nursery Rhyme Awareness


- Information from PLP's guide monthly professional development sessions: book selections promoting rhyming and PA; rhyming cards.

No Media

Handout#7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction


Say: *Find the Rhyming and Nursery Rhyme Awareness section on your PLP tool.*

➤ Highlight this part of the tool differentiating for your participants.



Personal Literacy Plan

Oral Language and Vocabulary Development



Oral Language and Vocabulary Development

PLP#	Age	Gender	Language
1	5	M	English
2	6	F	Spanish
3	7	M	English
4	8	F	English
5	9	M	English
6	10	F	English
7	11	M	English
8	12	F	English

PLP#s must be used to record conversations on the report card.

For more information on how to use this tool, visit [opi.mt.gov/plp](#)

PLP#s

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

• Teacher notes whether or not conversation samples are available for the child.

• Lists focus vocabulary words for child.

No Media

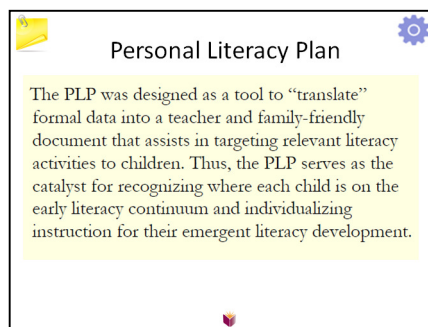
Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Say: *Find the Oral Language and Vocabulary Development section on your PLP tool.*

➤ Highlight this part of the tool differentiating for your participants. **Emphasis that even though they may not use the assessment shown on the tool, the tool can be revised to reflect their current assessment data.**

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

➤ Highlight this part of the tool differentiating for your participants. **Emphasis that even though they may not use the assessment shown on the tool, the tool can be revised to reflect their current assessment data.**



The slide is titled "Personal Literacy Plan" and features a yellow background for the main text. It includes a small yellow icon in the top left corner and a blue gear icon in the top right corner. The text describes the purpose of the PLP as a tool to translate formal data into a teacher and family-friendly document for targeting literacy activities to children. It also mentions that the PLP serves as a catalyst for recognizing where each child is on the early literacy continuum and individualizing instruction for their emergent literacy development. A small red heart icon is located at the bottom center of the slide.



Personal Literacy Plan

The PLP was designed as a tool to “translate” formal data into a teacher and family-friendly document that assists in targeting relevant literacy activities to children. Thus, the PLP serves as the catalyst for recognizing where each child is on the early literacy continuum and individualizing instruction for their emergent literacy development.

No Media



Handout#7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

Say: Read this slide then find your “The Hungry Caterpillar” partner to discuss the questions on the next slide.



Discussion Activity

- Discuss the Personal Literacy Plan with your “The Very Hungry Caterpillar” Book Partner
- What are the strengths of using a tool like this one?
- Is this a tool you could use in your classroom or school?
- How could this tool be integrated into a Kindergarten Transition plan?



No Media

Handout #7: The Personal Literacy Plan: Using Assessment Data to Guide Instruction

- Give the directions for this activity.
- Allow 5-10 minutes for discussion.

Wayne County Literacy Acceleration Project	
Where: Waynesboro, Tennessee	Demographics: -60% Economically disadvantaged -8% Students with Disabilities
Type: Rural	
District: Wayne County Schools	
Grade Level: Pre-kindergarten	

No Media
No Handout

Say: *Our next example comes from the Wayne County Literacy Acceleration Project in Waynesboro, Tennessee.*

➤Walk through the demographics of this area.

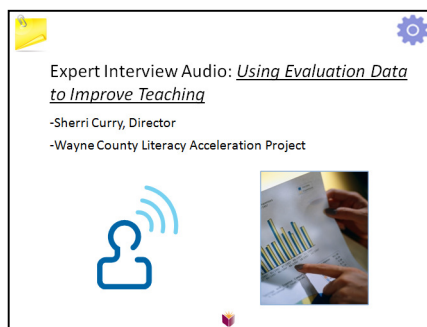
➤Additional Site Information for Presenter:

Wayne County is located in a rural setting with 700 square miles, 13,000 people, and a high unemployment rate. Phonological awareness and interactive reading are central components of the preschool curriculum. Teachers differentiate phonological awareness instruction by identifying which children need additional help during large group instruction and follow up during small group and learning center activities with instruction directed at individual developmental levels.

Language goals include vocabulary and comprehension, and staff use interactive questioning strategies and follow an explicit instructional sequence of repeated readings. Staff report that this approach has been very effective in helping children improve language skills and move into the role of storyteller, a key goal of dialogic reading.

Professional development is another notable component of the Wayne County program. Training and classroom support is linked directly to classroom needs and assessment results. Classroom videotaping and role playing are two successful methods Wayne County has used with teachers to improve instructional practice.

Wayne County has built a strong relationship with its external evaluators, and this relationship has been a critical factor in its success. The program uses evaluation data to drive professional development activities, influence teaching strategies, and promote pre-K and recruitment of students. Evaluators play a vital role in summarizing assessment data, providing feedback to administrators and teachers in an understandable format, and helping to plan programmatic changes and professional development activities to improve practice.



Media: Expert Interview Audio: Using Evaluation Data to Improve Teaching (4:44 min)

Handout #9: Using Evaluation Data to Improve Instruction

Handout #1: Preschool Next Steps

Say: Listen to how program director, Sherrie Curry, called on external evaluators to help staff interpret and use data to support children's learning. Follow along with Using Evaluation Data to Improve Instruction as you listen.



The Final Splash!

- Find your “The Hat” Book Partner
- With your partner, complete your Phonological Awareness Word Splash.
- Support information with your partner as needed.





No Media


Handout #2: Phonological Awareness Word Splash

Say: *Find your “The Hat” Book Partner. With your partner, complete your Phonological Awareness Word Splash.*

Share information with each other as needed to complete your Word Splash.

Table Talk Closing Activity

- At your table, discuss the following questions:
 - How does your program currently evaluate data to identify instructional needs and develop improvement plans?
 - How are you using evaluation data to shape a professional development plan for improving instructional practice?
 - What do you see as the value of using classroom observation and videotaping as part of a professional development program?

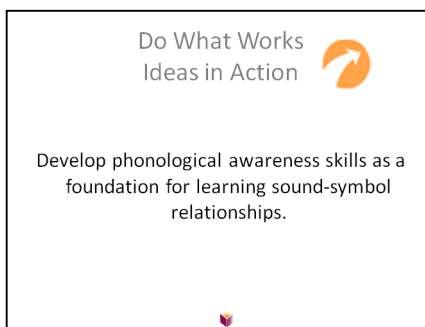


No Media

Handout #15: Early Literacy Progress Monitoring Rubric

Say: At your tables, take a few minutes to discuss these questions about the audio you just heard. Then, on your Next Steps Preschool Handout, record specific steps or goals for more effectively using data to improve the instruction happening in your classroom, school or even at the district level. (Allow 5-10 minutes for discussion)

➤ **The next Do What Works Section of this part of this training section addresses Early Childhood Directors, Principals and Literacy Coaches and/Mentors and may not be suitable for a training with teachers. Move to the closing slides at this point if you determine that the following slides are not relevant for your participants.**



No Media

No Handout

Say: Teachers need to develop phonological awareness skills in their students as a foundation for learning sound-symbol relationships.

The next “Do What Works” section includes:

- Ideas in Action for the Early Childhood Program Directors and/or Leadership and,*
- Ideas in Action for the Literacy Coach or Mentors*

Ideas in Action for
Early Childhood Program Directors

What can I do to help teachers learn how to integrate
phonological awareness instruction into daily
activities?

1. Build on what teachers already know and do.

2. Demonstrate specific strategies for integrating
instruction.

3. Guide teacher planning and collaboration.

No Media

No Handout

Say: As Program Directors and/or Preschool Principals you may ask yourself this question.

Here are the Ideas in Action for Early Childhood Program Directors and Leadership-

-First, you will want to build professional development and support based on what teachers already know and what they are currently doing in their classrooms to teach phonological awareness.

-Next, it is important to demonstrate for teachers specific strategies for integrating phonological awareness instruction throughout their daily schedules and to support teachers in their planning and collaboration

1. Build on what teachers already know and do.

- Schedule a staff meeting
 - find out what teachers already know
 - provide an opportunity to share what they are doing in their classrooms.
- Show the expert interview with Dr. Susan Landry
 - phonological awareness skill development and classroom implementation.
- Review the Phonological Developmental Continuum
- Use the Reflecting on Instructional Practice Self-Reflection tool

No Media

Handout#10: Reflecting on Instructional Practice Self-Reflection Tool

Say: First, you need to find out what your teachers already know and what they are currently doing in their classrooms to teach phonological awareness.

- *Schedule a staff meeting to find out what teachers already know and to provide an opportunity to share what they are doing in their classrooms.*
- *Show the [expert interview with Dr. Susan Landry](#) discussing phonological awareness skill development and classroom implementation.*
- *Review the importance of teaching along a developmental continuum to ensure that teachers have a solid understanding of the skills children need to learn in preschool.*
- *Use the Reflecting on Instructional Practice tool [to help teachers identify how they currently teach these skills](#) and what more they can do to embed instruction into thematic units and during daily activities and routines. Preschool teachers and coaches can use this checklist to reflect on current practices in phonological awareness instruction and identify areas for improvement.*

Say: Take a look at the Instructional Practice Self-Reflection Tool in your packet of handouts. Is this a tool that you feel would be helpful to plan and guide teachers professional development on teaching phonological awareness?

➤ Have them break up into small groups and share current practices.

2. Demonstrate specific strategies for integrating instruction.

- Staff trainings or mini-workshops
 - Showing specific strategies
 - Generate new ideas
- Show the *Phonological Awareness All Day Long* Presentation
- Break into small groups to design and demonstrate and activity teachers might use in their classrooms.
- Provide additional support for teachers who need additional help.
 - *Letters vs. Phonemes, Phonemic Segmentation, and Letters and Sounds instructional videos*

No Media

No Handout

Say: Secondly, you will need to organize a staff training or mini-workshop to show teachers specific strategies that have been used effectively in other preschool classrooms and generate new ideas among your staff. Explain how integrating phonological awareness instruction into daily lessons and routines provides children with practice and reinforces learning.

Here are a few ideas that may be suitable for your staff and situation.

Show the [slideshow of a preschool teacher demonstrating ways to expand instruction](#) into daily classroom activities and routines, then break into small groups to design and demonstrate an activity teachers might use in their classrooms.

If teachers need additional help with specific phonological awareness activities, one of the following instructional videos might be useful:

- [Letters vs. Phonemes](#), [Phonemic Segmentation](#), and [Letters and Sounds](#)

3. Guide teacher planning and collaboration.

- Use the Planning Chart Tool to plan Phonological Awareness activities.
- Use the Goals and Planning Tool for teachers to use for lesson planning.
- Provide the Resource Book List to help teachers generate ideas for phonological awareness instructional activities.
- Create a school resource and activities library.

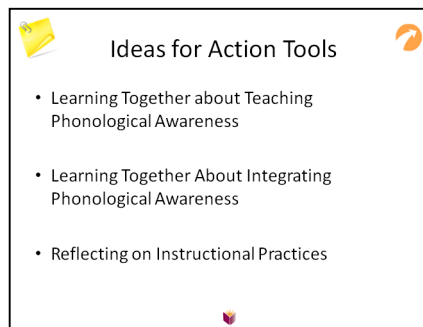
No Media

Handout #11: The Learning Together About Teaching Phonological Awareness

Handout #12: The Learning Together About Integrating Phonological Awareness Planning Chart Handout

Say: Finally, you will need to guide teacher planning and collaboration. Give teachers the Learning Together About Integrating Phonological Awareness Planning Chart. You will find this tool in your participants packet. Ask your teachers to work with a partner to plan activities for integrating phonological awareness into daily instruction. They can list their daily activities in the first column and brainstorm teaching strategies and phonological awareness skills linked to each activity in the second and third columns. This type of chart can be used on a daily or weekly basis to guide planning. Pass out copies of the [goals and planning tool](#) for teachers to use for lesson planning. Teachers and coaches can use this tool to develop strategies for integrating phonological awareness instruction into the classroom routine

You could also download a [resource book list to help teachers generate ideas](#) for phonological awareness instructional activities. Use this list to build a school resource and activities library that is made readily accessible to all teachers.



No media

Handout: *Learning Together about Integrating Phonological Awareness*

Handout: *Reflecting on Instructional Practices*

Say: Let's review the different tools that have been provided for you. Let's look first at the Learning Together about Teaching Phonological Awareness. The activities in this tool can help you plan a team meeting to show teachers how to create a planning chart for integrating instruction into daily activities-to see that phonological awareness activities can be integrated all day long.

Next, let's look at the Learning Together about Integrating Phonological Awareness. Teachers and coaches can use this tool to develop strategies for integrating phonological awareness instruction into the classroom routine.

The next tool, Reflecting on Instructional Practices, is the checklist that can guide teachers in reflecting on their current methods of teaching phonological awareness, recognizing where improvement is needed and identifying strategies for improving instruction. Coaches can use this tool to focus classroom observations and structure discussions during feedback conferences.

Literacy Coach or Mentor

What key components should be included in designing a phonological awareness instructional program?

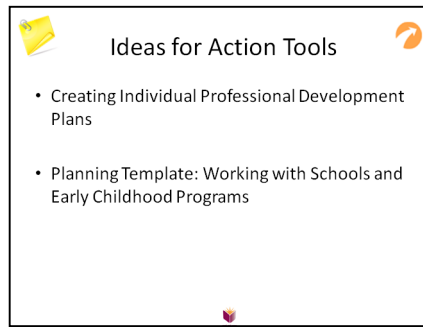
- Collaborate with staff to use a developmental continuum of skills.
- Incorporate skill tracking and formative assessment to improve daily lesson planning.



No Media

No Handout

Say: Literacy coaches and/or class mentors might be asking themselves what key components should be included in designing a phonological awareness instruction program? First you are going to need to collaborate with staff to use a developmental continuum of skills and incorporate skill tracking and formative assessment to improve daily lesson planning. Let's take a closer look at these ideas.



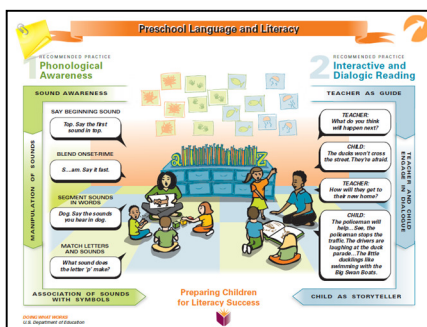
No media

Handout #13: Planning Template: Working with Schools and Early Childhood Programs

Handout #14: Creating Individual Professional Development Plans

Say: Let's review the different tools that have been provided for you. Coaches, you can use the Creating Individual Professional Development Plan to tailor professional development activities to the individual needs of teachers. Your teaching staff will complete the self-reflections and coaches, you will then conduct classroom observations to assess each teacher's progress toward meeting program goals. Using this tool, teachers and coaches can work together to pinpoint the individualized professional supports needed to improve a teacher's phonological awareness instruction in the classroom.

Say: Now let's look at the Here is a worksheet for coaches that can help tailor professional development activities to the individual needs of your teachers. Coaches and mentors can use this activity planner to help teachers understand how to plan small-group instruction in phonological awareness and integrate phonological instruction into thematic units and daily activities. Teachers can use the included planner to structure activities in their own classrooms.



Media: Preschool and Literacy visual diagram (already embedded)

Handout #3: Preschool and Literacy visual diagram

Say: *We have taken a close look at the first Doing What Works Recommended Practice-Teach Phonological Awareness. Next, we are going to look at Recommended Practice #2: Engaging Students in Interactive and Dialogic Reading.*

Learn What Works

Research Evidence

According to the What Works Clearinghouse (WWC) review, phonological awareness instruction improves phonological processing skills and, when combined with letter knowledge instruction, increases print knowledge.

- *Phonological Awareness Training:* The WWC found this practice to have positive effects for phonological processing. Eleven studies were reviewed.
- *Phonological Awareness Training plus Letter Knowledge Training:* The WWC found this practice to have positive effects for print knowledge, potentially positive effects for phonological processing and early reading/writing, and no discernible effects for cognition.

No Media

No Handout

Presenter Background Knowledge:

Level of Evidence: [Strong](#)

According to the What Works Clearinghouse (WWC) review, phonological awareness instruction improves phonological processing skills and, when combined with letter knowledge instruction, increases print knowledge. The [strong](#) level of evidence rating is based on the What Works Clearinghouse (WWC) review. The WWC report focused on immediate posttest findings to determine the effectiveness of the interventions. Studies that met the WWC evidence standards and met the evidence standards with reservations are cited below.

Phonological Awareness Training: The WWC found this practice to have positive effects for phonological processing. Eleven studies were reviewed, including two randomized controlled studies (one study had three substudies) that met evidence standards and one randomized controlled study (with two substudies) that met evidence standards with reservations because of high overall attrition. Several additional studies were not included in the overall rating of effectiveness: two studies because they compared different variations of *Phonological Awareness Training* to each other, which did not allow the effects of this training to be determined, and three studies that did not meet the WWC criteria.

Phonological Awareness Training plus Letter Knowledge Training: The WWC found this practice to have positive effects for print knowledge, potentially positive effects for phonological processing and early reading/writing, and no discernible effects for cognition. The WWC also found a potentially negative effect for oral language; however, this finding is likely the result of the comparison group used in one of the studies and not a general result of the intervention. Three studies were reviewed, including one randomized controlled study that met evidence standards, one randomized controlled study that met evidence standards with reservations because of high overall and differential attrition, and one quasi-experimental study that met WWC evidence standards with reservations.

Learn What Works



Related Links

- [Children's Learning Institute Website: CIRCLE Professional Development—Phonological Awareness](#) The Children's Learning Institute website provides links to resources and research on early literacy and teacher training. This section of the website defines phonological awareness and includes a phonological awareness continuum.
- [U.S. Department of Education: Early Reading First Program](#) The Early Reading First Program helps prepare children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure academic success. This website describes the program's key components and operation.



No Media

No Handout

No Media
No Handout

Learn What Works



Related Links

[\[Colorín Colorado\]](#)

This website provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to ELLs and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers. Because Spanish is the native language of 80 percent of ELLs, the site is currently focusing their bilingual efforts there. However, they do have some materials available in additional languages and are constantly looking to expand their language base. The site is an educational initiative of the WETA public television and radio station and a service of the Reading Rockets Project.



No Media
No Handout

Learn What Works

Related Links

- [Reading Rockets](#)

This website includes information and resources on phonological awareness, its relationship to early reading, and research-based guidelines for teaching both phonological and phonemic awareness. For example, the site provides information on techniques for teaching reading and strategies to help children who struggle in learning to read; a downloadable teachers' guide and online course with toolbox and modules for first-year teachers; and a list of articles and online/downloadable videos.

References/Resources

- Doing What Works: <http://dww.ed.gov/>
- National Mathematics Advisory Panel Final Report:
<http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- Montana Office of Public Instruction Content Standards:
<http://www.opi.mt.gov/Curriculum/Index.html>

No Media
No Handout

Say: *Much of the media and handouts for this training we made available from the website **Doing What Works***

The Doing What Works website is a website dedicated to helping educators implement effective educational practices and includes practice guides developed by the U.S. Department of Education's Institute of Education Sciences.